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ABSTRACT

A survey of all Ohio school districts sought to determine whether school boards expect their elementary principals to do what research says principals should do and whether they evaluate elementary principals on the basis of effective school leadership criteria. The research also tested the districts' compliance with Ohio's House Bill 769, requiring administrator evaluations to reflect job descriptions. Performance evaluation instruments and job descriptions from the 356 responding districts (67 percent) were compared with 80 verified competency statements from the Results Oriented Management in Education (Project R.O.M.E.) list. The 80 competencies covered 7 areas: curriculum/instruction, staff, pupil personnel, fiscal and support management, community relations, and systemwide policies and operations. Comparisons were further analyzed by type of evaluation instrument. The results indicate district's job description terms correspond to 65 percent of the research-based terms, and evaluation instruments include 55 percent of the competency terms promoting effectiveness. Most districts fail to comply with the Ohio law. Among the suggestions and recommendations made are that many districts should rewrite job descriptions. Three appended exhibits include project cover letters and lists of the 80 Project R.O.M.E. competencies and of another study's 92 competencies. (RW)

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A RESEARCH STUDY:

THE ROLE AND THE EVALUATION OF OHIO'S ELEMENTARY PRINCIPALS: DOES IT FOCUS ON LEADERSHIP EFFECTIVENESS?

Linda Robertson
Chagrin Falls, Ohio
1982

EA 015 462

ACKNOWLEDGEMENTS

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And without the encouragement and financial support of my husband, Darrell, and the understanding of my daughter, Michelle, this research could not have been attempted or completed. My appreciation is deeply felt and extended.

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INTRODUCTION

The numerous research projects relate the importance of the leadership role of an elementary principal in providing educational excellence. Barth and Levenson (1981) state that "of all educators who influence the success of the instructional program, the principal has been singled out as among the most important. Berman (1972) makes the case even more strongly: 'The principal is the gatekeeper of change. If you had to pick one figure in the school system who really matters in terms of whether you get change or not, it is the principal. In terms of student outcomes, the principal is really key.' "

Identification of the effective principal then becomes a primary concern of superintendents and of school boards. As a superintendent tries to improve the quality of education in his/her district, the elementary principal's leadership abilities become extremely important. Consequently, performance appraisal must be able to ascertain the skills and competencies necessary in providing the best possible leadership by the principal.

The Statement of the Problem

The purpose of this research was to determine the extent which Ohio elementary principals are expected to do what research says they should be doing. Additionally, this research determined the extent which Ohio's elementary principals are evaluated on the criteria necessary for effective school leadership. This was accomplished

in a two step analysis:

1) a comparison of 80 verified competency statements with current job descriptions.
2) a comparison of 80 verified competency statements with current performance appraisal criteria.

The 80 verified competency statements are those identified by the Results Oriented Management in Education (Project R.O.M.E.) study conducted by Georgia State Department of Education and the University of Georgia in 1975-76.

A letter explaining the project requested copies of job descriptions and appraisal instruments of all districts in Ohio with elementary schools. The study is endorsed by the Ohio Association of Elementary Administrators and the Buckeye Association of School Administrators.

Purpose and Importance of the Study

In the year and a half since the enactment of HB-769, superintendents in the State of Ohio have been reviewing old evaluation programs or developing new ones. The results of this study could assist superintendents and boards of education in developing both evaluation programs and job descriptions.

While several Ohio studies have dealt with the broad topic of administrator evaluation, this study would concentrate on the appraisal of competencies and skills deemed desirable in effective school leadership. For instance, Letterle (1981) found that 82.5% of Ohio school districts were evaluating principals once a year but that criteria for evaluation was often deemed unimportant or unknown by the principals

surveyed. In contrast, this study focused on a narrower aspect of principals' evaluations, therefore, adds to the knowledge base.

Still another area of importance for the study centers on current trends in fiscal appropriations both nationally and state-wide. As the State of Ohio Department of Education is dividing the monetary pie, studies such as this can help to determine focus for block grant monies and dwindling state monies. If, as the research indicates, the principal is key to providing excellence in education, inservice dollars should be directed toward developing those leadership capabilities. The results of this study could provide direction for such professional development.

Research of the Literature

As quoted earlier in this paper, Barth, Levenson and Berman all point out that the principal is the key to school effectiveness. While these and numerous other scholars agree that school improvement requires leadership by the principal, only rarely is that leadership defined.

The research shows that scholars have examined a variety of principal behaviors in attempting to define leadership. Early studies centered on statistical characteristics such as sex, age, experience, training or personality. These characteristics were proven to have little influence on a principal's effectiveness.

Other studies focused on principal behaviors such as leadership style (McGregory's Theory X or Y) and decision making. These studies consistently show that task orientation and human relations orientation are significantly important aspects of leadership.

Hughes and Ubben say leadership is a dimension of quality. "It is composed of those activities concerned with procuring, coordinating, and deploying the materials and personnel needed to accomplish the goals of the school."

Project R.O.M.E. identified curriculum and instruction, fiscal management, and staff personnel as key areas of leadership and implementing and evaluating as crucial functions. These competencies were proven to affect the quality of education a school provided.

Another concern arises in the discussion of the influence principal's have on the quality of education in schools. How can one determine the

quality of education, or educational excellence? A review of the literature indicates that school attributes and student outcomes are most often used as criteria in judging school excellence. School attributes include teacher morale, organizational climate and school innovativeness. Student outcomes include standardized achievement tests scores and average daily attendance figures.

Once again, Project R.O.M.E. appears to be more comprehensive than others in factors used to determine school effectiveness. Mediating variables used in Project R.O.M.E. were the school survey, school climate and learning environment. The school survey measured teachers' job related satisfaction and/or work attitudes. Outcome variables used were standardized achievement tests and average daily attendance.

Project R.O.M.E. appears in the literature as a model research project on both school excellence and leadership competencies. An examination of this project will define its comprehensiveness.

The Project R.O.M.E. study, developed 306 statements of principal competencies, duties, roles, functions and responsibilities. This list of 306 statements was condensed from 3,600 to 4,000 statements identified by principals, time-motion studies, tasks goals, and professional literature reviews.

The 306 Project R.O.M.E. statements were then classified into seven functional areas of responsibility (Curriculum/Instruction, Staff Personnel, Pupil Personnel, Support Management, School-Community, Fiscal Management, System-Wide Policies & Operations). Additionally, six administrative operations (collecting information, planning, decision making, communicating, implementing, and evaluating) were defined.

This list of 306 competencies were further verified and refined by importance and frequency to a set of 80 competency statements (See Exhibit A).

These competency statements were further used in testing school excellence. Validity was greatest in the areas of curriculum and instruction, staff personnel and fiscal management.

The PROJECT R.O.M.E. study appears to have been a bench-mark study on role descriptors and the principal. Many studies focus on narrow aspects of the role of the principal and validate findings. But few studies have been as extensive as Project R.O.M.E. in defining through verification and validation a comprehensive list of competencies.

Since Ohio House Bill 769 mandates that administrator evaluations must measure each administrator's effectiveness in performing the duties included in the job description, evaluations in Ohio must reflect role descriptions. Therefore, it seemed appropriate to use PROJECT R.O.M.E.'s 80 verified competencies statements to analyze Ohio's elementary principals job descriptions and appraisal instruments.

ANALYSIS DESIGN

The analysis of the responding job descriptions and appraisal instruments was conducted in three steps. The first step of the analysis was to determine compliance with Ohio House Bill 769. The degree of compliance was measured as follows:

1. The number of responding districts with appraisal instruments and job descriptions as one.
2. The number of responding districts with appraisals based clearly on job descriptions.

3. The number of responding districts with appraisals only loosely based on job descriptions.
4. The number of responding districts with appraisals, but not job descriptions.
5. The number of responding districts with job descriptions but no appraisal instruments.
6. The number of responding districts with neither job descriptions nor appraisal instruments.

The second step of the research design was a detailed analysis of each appraisal instrument and job description. This analysis determined the extent which descriptors on the job descriptions and appraisals were research based according to the Project R.O.M.E. study. These items were marked research-based or non-research based and the results tallied.

Delimitations in this analysis design will be evident to the reading scholar. First, the judgement of the researcher will determine if a particular descriptor is research based (or not) based on personal interpretation of the wording. This judgement, while knowledgeable, is certainly fallible and subject to error.

Another delimitation may or may not be real. The Project R.O.M.E. study was conducted in 1974-76, and is, therefore, nearly a decade old. Do the descriptors verified by the R.O.M.E. study hold true today? Has the role of the principal changed significantly in that decade? Are the descriptors valid only for Georgia?

At least a partial answer to these questions can be answered by Klopf, Scheldon and Brennan's study, "The Essentials of Effectiveness: A Job Description for Principals," reported in the March 1982 edition

of Principal. Of the 92 descriptors described, only 16 descriptors were not found in the Project R.O.M.E. study. Additionally, The Klopf study was conducted in New York. (Exhibit B)

The limitation of most concern to this researcher is the limitation of research studies in making a difference. How will the results be used? Will the study improve the evaluation of principals in Ohio?

RESULTS

Returns

Of the 528 districts requested, 356 responded. This is a 67% return rate. This rate of return is close to expected.

The responses did include (5) five districts which indicated that they had no principals. Some districts only had head teachers in the elementary buildings. In one district the superintendent acted as the elementary principal.

Two districts indicated that they had no appraisal instruments or job descriptions as yet. Two districts returned teacher applications in the self-addressed stamped envelopes. Two districts sent teacher evaluations only. One return envelope came with a telephone customer survey!

Two factors may have affected the return rate. The letter requesting the job descriptions and appraisal instruments indicated

> "The results of the study will assist superintendents and boards of education in complying with HB-769."

The mention of Ohio House Bill 769 and compliance may have hindered responses from those districts not in full compliance.

Another factor which may have prevented a higher return could be contributed to the drastic financial posture in many Ohio schools. Duplicating, paper and mailing costs may have prevented some districts in responding. While a self-addressed stamped envelope was provided for return, many job description/appraisal programs are 20-50 pages in length and did not fit in the envelope provided.

Positive factors which may have influenced return were the endorsement by Howard Troutner, Executive Director of the Ohio Association of Elementary School Administrators and the cover letter provided by John Houck, Executive Director, of the Buckeye Association of School Administrators.

A Report of Results

Job descriptions for elementary principals in Ohio vary in scope, focus and philosophy. Of the responding districts, job descriptions varied from as few as three very general descriptors to 161 detailed descriptors. Job descriptions were found to 65 percent research based. See Tables 1 and 2.

The philosophy and language of job descriptions range from strict compliance to desired flexibility. For example, compliance descriptors often key in on procedural matters.

1) It shall be the duty of the principal to be present thirty minutes before the opening of school and to remain on duty for at least thirty minutes after the last regular class... is dismissed.
2) Principals shall cause doors to be opened for students to enter buildings at least fifteen minutes before time of

TABLE 1

NUMBER OF ROLE DESCRIPTORS ON JOB DESCRIPTIONS

Number of Responses	Job Description Classification	Range	Mean Number
19	Job Descriptions with Narrative Evaluations	13-76	32
54	Job Descriptions with Job Target Evaluations	6-74	30
28	Job Descriptions with Skill Evaluations	3-53	28
52	Job Descriptions with Evaluations Separate But Same	10-71	32
12	Job Descriptions and Evaluation as one	16-120	52
151	Job Descriptions with Check List Evaluations	10-161	30
16	Job Descriptions but No Evaluation	10-91	28
332	TOTALS	3-161	30*

*PROJECT R.O.M.E. had 80 Descriptors

Klopf's New York Study had 92 Descriptors

TABLE 2

PERCENTILE OR RESEARCH BASED DESCRIPTORS ON JOB DESCRIPTIONS

Number of Responses	Job Description Classification	Range in %	Mean Percentile
19	Job Descriptions with Narrative Evaluation	50-95%	65%
54	Job Descriptions with Job Target Evaluation	52-100%	70%
28	Job Descriptions with Skill Evaluations	59-100%	69%
52	Job Descriptions with Evaluations Separate but same	42-100%	66%
12	Job Descriptions and Evaluations as one	41-94%	62%
151	Job Descriptions with Checklist Evaluation	31-100%	63%
16	Job Descriptions but No Evaluations	42-89%	68%
332	TOTAL	31-100%	65%

opening of each session of school....

3) Principals are required to attend the regularly scheduled PTA Meetings.

4) Principals must provide the superintendent a monthly report of activities in his/her school.

5) Principals shall conduct fire drills in their buildings.

On the other hand, leadership flexibility and initiative is found in other job descriptions. Examples of leadership descriptors are:

1) The principal will develop a program of public relations in order to further the community's understanding and support of the educational program.

2) The principal will evaluate and counsel all staff members regarding their individual and group performance.

3) The principal will utilize all resources of the school system and the community in developing the most effective educational program.

4) The principal should coordinate the scheduling, assigning, and the placing of students.

5) The principal will keep abreast of changes and developments in the profession....

Job descriptions were usually board adopted and part of the policy book of the district. However, in at least two of the responding districts, each building principal wrote his own job description. Numerous districts have one job description for all principals - high school, middle school, and elementary school.

Most responding districts' job descriptions were researched based in student personnel, professional growth for the principal, and re-

sponsibility for curriculum. Conversely, the descriptors most frequently appearing and yet not researched based had to do with maintaining inventories and with conducting fire and tornado drills. One unusual descriptor was "assists the Board of Education in the employment of the superintendent."

Appraisal instruments for elementary principals in Ohio can be grouped into four main categories.

1) Skill appraisals
2) Narrative appraisals
3) Check-list/rating appraisals
4) Target Appraisals

Table 3 shows the frequency distribution of the various types of job descriptions of the responding districts. The check list/rating type of appraisal instrument is clearly the most popular form of appraisal. The number of descriptors evaluated ranges from 10 to 161 with the mean number of descriptors being 30.

Table 4 reports the percentage of researched based descriptors on the reporting appraisals. Researched based descriptors ranged from 0 to 100% of the total descriptors on the appraisal instruments. Of significance, is the fact that Ohio's principals are being evaluated on only 55 per cent of those descriptors which promote school effectiveness.

For the appraisals based on skills, Table 5 reports the skill competencies listed on the 28 responding instruments in that category. Interestingly, professional knowledge ranked first in frequency of occurence with personal leadership ranked second.

TABLE 3

NUMBER OF APPRAISAL CRITERIA ON APPRAISALS INSTRUMENTS

Number of Responses	Appraisal Type	Range	Mean
19	Narrative Appraisals	NA	NA
54	Job Target Appraisals	NA	NA
28	Skill Appraisals	NA	NA
52	Check List Appraisals based closely Job Descriptions	10-71	32
12	Check List Appraisals and Job Descriptions as One	16-120	52
151	Check List Appraisals with separate Job Descriptions	10-161	30
12	Check List Appraisals but no Job Descriptions	33-84	59
328	TOTALS	10-161	31

TABLE 4

PERCENTAGE OF RESEARCH BASED DESCRIPTORS ON APPRAISALS

Number of Responses	Appraisal type	Range	Mean %
19	Narrative Appraisal	NA	NA
54	Job Target Appraisals	NA	NA
28	Skill Appraisals	NA	NA
52	Appraisals Based Closely or Job Descriptions	42-100%	66%
12	Appraisals & Job Descriptions as One	41-94%	62%
151	Check List Appraisals with Separate Job Descriptions	0-100%	51%
12	Appraisals but No Job Descriptions	36-53%	48%
328	TOTALS	0-100%	55%

TABLE 5

SKILLS EVALUATED ON SKILL APPRAISALS

The following skill competencies were listed on the 28 appraisals using skills as evaluative determiners. The skills are listed according to frequency of occurrence.

1. Professional Knowledge (18)
2. Personal Leadership (14)
3. Organization (13)
4. Supervision (13)
5. Initiative (12)
6. Planning (11)
7. Communication (10)
8. Personal Characteristics (10)
9. Motivation (9)
10. Public Relations (8)
11. Ability to Make Decisions (7)
12. Relationships with Students (7)
13. Cooperation (5)
14. Emotional Stability (Temperament) (5)
15. Following Through (5)
16. Judgement and Common Sense (5)
17. Professional Responsibilities (5)
18. Relationships with Colleagues (5)
19. Staff Relations (5)
20. Training & Utilizing Personnel (5)
21. Working with Others (5)

22. Administration (4)
23. Implementing Board Policy & Procedures (4)
24. Problem Solving (4)
25. Reliability/Dependability (4)
26. Accessibility/Availability (3)
27. Attending to Detail (3)
28. Management (3)
29. Morale (3)
30. Quality of Work (3)
31. Ability to Develop (2)
32. Adaptability (2)
33. Contributing to the Growth of Students (2)
34. Controlling Experiences (2)
35. Evaluation of Staff (2)
36. Industry (2)
37. Quality of Work (2)
38. Representing the Organization (2)
39. Ability to Get Things Done
40. Ability to Maintain Effective Emotional Climate
41. Analysis of Data
42. Belonging to All Appropriate Professional Organizations
43. Character
44. Compatibility
45. Competence
46. Conformity
47. Consensus
48. Control

49. Contributing Ideas
50. Creativity
51. Curriculum & Instruction
52. Discipline
53. Dealing with Special Problem
54. Handling Reports
55. Inventiveness
56. Integrity
57. Makes Adequate Professional Contribution of Field of Education
58. Punctuality
59. Resourcefulness
60. Responsiveness to Others

The majority of the narrative appraisals used category headings as focus for the evaluation. The category headings mentioned on the 19 responding appraisals are listed in Table 6. In contrast to the skill competency tabulation, school-community, not professional knowledge, ranked first in the frequency of occurence.

In the third type of appraisal instruments, job targets, three subcategories occurred. Three of the responding districts with job target appraisals referred to the appraisal as Management by Objective (MBO). One district of the 54 tabled the appraisal instrument as PPBS. The remaining 50 responding districts simply referred to the appraisal as job targets.

Job targets were often mutually set by the principal and the evaluator (usually the superintendent). Several districts had accompanying self-appraisal check list instruments for principals. These check lists were designed to assist the principals in determining areas for growth and in helping to formulate job targets.

The final type of appraisal instrument was the most popular check list/rating scale instrument. Of 332 responding districts, 230 of them use this form of appraisal.

Within the check list/rating scale type of appraisal, several subcategories appeared. Most were simply a check list/rating completed by the superintendent or his designee. Some included a column for self-evaluation by the principal.

One variation used by few districts was a question format and included a self-rating column. The wording was as follows:

1) Do I accept constructive criticism profitably?

TABLE 6

CATEGORIES ON NARRATIVE APPRAISALS

The following categories were listed on the 19 appraisals using narrative statements as evaluations. The categories are listed according to frequency of occurrence.

School Community (8)

Staff Personnel (7)

Pupil Management/Personnel (7)

Curriculum (6)

Fiscal Management (6)

Building/Grounds/Equipment (4)

Communications (4)

Extra Curricular Activities (4)

Instructional Program (4)

Professional Growth (4)

Relations with Staff (4)

Plan of Action (3)

Student Conduct (3)

Supervision (3)

Attainment of Building Goals (2)

Attainment of District Goals (2)

Evaluation (2)

Management (2)

Organization (2)

Personal Attributes (2)

Records & Reports (2)

Safety (2)

Students (2)

Ambition

Athletics

Coordinating Support Services

Duties & Schedules

Exceptional Professional Accomplishment

Food Services

Leadership

Parental Complaints

Professional Ethics

Promptness

Testing Programs

School Policy

Utilization of Resources

2) Do I provide assistance toward helping teachers improve?

As mentioned above all but 5 of the 328 responding districts designated the superintendent or his designee as the evaluator. In one district, however, the superintendent gathered data on the principal's performance from teachers, the assistant principal, the assistant superintendent for instructional programs, the director of pupil personnel services, the director of professional personnel, the director of operational personnel, the director of business affairs, and the administrative assistant for operation, maintenance and security.

Four of the 328 returned appraisal instruments included some form of teacher evaluation. In one district the only form of evaluation of the principal was an instrument designed by the local teacher association and completed by teachers alone. The results of two of the teacher evaluation instruments were for the principal's use only. In the other district the results were cooperatively shared with both the principal and the superintendent. Interestingly, according to ERIC Clearinghouse on Educational Management (1980) the teacher is the most valid evaluator of a principal's performance.

Descriptors on appraisal instruments which are research based and frequently appearing were professional knowledge and improvement, fiscal management, compliance of board policy, and curriculum supervision. Research based descriptors not frequently mentioned were evaluation of current programs, providing for individual student differences and evaluation of student progress.

Fairborn City School District has a section on legislative criteria on their appraisal instrument.

Criteria are:

1. Stays aware of changes in local, state and federal laws. (Research based)
2. Communicates with the appropriate official to make the position of the school system clear.
3. Works with other school systems to develop strategies for the improvement of schools.

In analyzing the 151 check list appraisals only loosely based on job descriptions, it became apparent that the focus of the job description did not match the focus of the evaluation instrument. In practice, then, the principal is asked to do one thing and evaluated on another. Is this in compliance with Ohio House Bill 769?

Ohio House Bill 769 (Ohio Revised Code, Section 3319.02) states:

"Each board of education shall adopt procedures for the evaluation of ...principals...and shall evaluate such employees in accordance with those procedures."

"The evaluation shall measure...the principal's...effectiveness in performing the duties included in his job description...."

"The evaluation shall be conducted by the superintendent or his designee."

This then brings forth two questions:

1) Do job targets, skills and narrative appraisals meet the law's requirement of being based on the job description?

2) How closely should the job descriptors match the evaluative criteria?

In at least one professional interpretation by Blough et al, the recommendation is to combine the job description and evaluation record. Twelve of the responding districts had designed their job descriptions and appraisal instruments as one and are, therefore, in full compliance.

Fifty-two (52) districts responding are in compliance by providing separate but equal job descriptions and appraisal instruments. That is, a descriptor is worded precisely the same on both documents, and for every job descriptor, there is a corresponding appraisal criterium.

Of the remaining 264 responding districts, there is still some question of compliance. These include the narrative, skills, job target and check list appraisals with separate and differing job descriptions.

Implications

The following implications are suggested from this research:

1. Job descriptions for Ohio's elemenetary principals should be critiqued and, if necessary, be rewritten.
2. Job descriptions should focus on those descriptors which provide for school effectiveness.
3. Compliance with Ohio Revised Code, Section 3319.02, is not yet achieved in many Ohio districts.

4. Appraisal of Ohio's elementary principals should focus on criteria which is of primary importance for school effectiveness.
5. Appraisal instruments and appraisal programs in many Ohio districts should be critiqued and, if necessary, re-written.
6. Clarification of the law is needed to see if skill evaluation, job targets, evaluations and narrative evaluation comply with the provisions of Ohio Revised Code, Section 3319.02.
7. Inservice is needed for administrative teams in writing job descriptions and designing evaluation programs.

Recommendations for Future Research

This intensive look at the state of the art of evaluation of Ohio's elementary principals brings forth several recommendations for future research.

Research could be similarly conducted on middle school, junior high school and high school principals job descriptions. Since most Ohio superintendents were secondary educators, and are the principle writers of principals appraisal programs and job descriptions, a duplicate study would be of value for comparative data.

Research into compliance with Ohio Revised Code, Section 3319.02 and House Bill 769 could be duplicated for secondary, central office administrators and superintendent.

Still another area for research is the focus of educational leadership on current appraisal instruments and job descriptions. That is, are Ohio's elementary principal asked to be educational leaders or educational managers?

Summary

This research sought to determine the degree which Ohio's elementary principals were expected to effective school leaders. In the analysis of the job descriptions and appraisal instruments, it was discovered that Ohio's elementary principals were often asked to do one thing and evaluated on another. Only 65% of the job descriptors and 55% of the appraisal criteria were analyzed as being valid for effective schools.

Additionally, scores of Ohio's districts are not in full compliance with the directives of HB769.

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REFERENCES

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EXHIBITS

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LETTERS TO SCHOOL DISTRICTS

Buckeye Association of School Administrators

Member of the Ohio Congress of School Administrator Associations
Child Advocacy Through Concerned Leadership

750 Brooksedge Boulevard • Westerville, Ohio 43081 • (614) 891-5330

February 8, 1982

Dear Superintendent:

This letter is written to support this research study. I believe the study will provide some very meaningful information and that it will be beneficial for all school administrators.

I would urge you to respond to Linda Robertson's request. Thank you for your time and response.

Sincerely,

John G. Hauck

John G. Hauck
Executive Director

JGH/ch

Executive Committee
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oaesa
the ohio association of elementary school administrators

750 Brooksedge Blvd., Westerville, Ohio 43081
Phone 614/891-2810

March 1, 1982

Dear Superintendent:

In these times of drastic cuts in finances, superintendents are searching for ways to maximize the remaining dollars. In terms of student learning outcomes, research clearly shows that the principal's leadership effectiveness is the key to positive change. The Ohio Association of Elementary School Administrators is concerned about improving that leadership effectiveness.

Consequently, OAESA has endorsed me to conduct a research study to analyze principal's job description and performance appraisal instruments to determine if they relate to the criteria research shows to be the role of a principal.

To accomplish this, I am requesting the following from all districts in Ohio:

1) your district's Elementary Principal's job description
2) your district's Elementary Principal's performance appraisal instrument

The results of the study will assist superintendents and boards of educations in complying with HB-769. A synopsis of the results will be published in the OAESA's Firing Line and BASA's Adminiscope.

Please send the job description and appraisal instruments prior to March 17, 1982. You may use the self-addressed, stamped envelope to return this information to me. Thank you.

Howard Troutner
Howard Troutner
Executive Director
OAESA

Linda F. Robertson
Linda F. Robertson
Principal
Miller School, Aurora

A Member of the Ohio Congress of School Administrator Associations
Affiliated with the National Association of Elementary School Principals

EXHIBIT A

PROJECT R.O.M.E.

THE FINAL SET OF 80 VERIFIED PRINCIPAL COMPETENCY STATEMENTS

Curriculum/Instruction (21)

1. Includes interests of students in designing new curriculum.
2. Establishes curriculum committees to plan for the use of instructional materials.
3. Considers individual differences between students when developing instructional procedures.
4. Includes teachers in designing methods for evaluating instruction.
5. Makes use of standardized instruments when evaluating the educational program.
6. Maintains an adequate achievement testing program for diagnostic and educational purposes.
7. Periodically assesses the effectiveness of teaching methods.
8. Plans curriculum schedules that reflect staff curriculum organization (e.g., time, place, subject matter, staff).
9. Assists teachers in developing skills related to solving instructional problems.
10. Works with teachers in evaluating the instructional climate in the classroom.
11. Identifies alternative educational plans for students consistently failing as a result of regular classroom instruction.
12. Designs a curriculum which meets individual learner needs.
13. Utilizes layment and experts for evaluating the school curriculum and instructional program.
14. Works with teachers in designing classroom environments conducive to learning.
15. Utilizes research evidence in the professional literature when planning educational programs.
16. Establishes appropriate procedures for evaluating progress toward instructional objectives.

17. Plans student performance criteria in subject matter areas with teachers.

18. Includes parents, teachers, and students in planning educational programs.

19. Provides for teacher suggestions in designing new curricula.

20. Establishes procedures for modifying curriculum content and organization.

21. Assesses curriculum effectiveness.

Staff Personnel (14)

1. Assigns decision-making tasks to lower staff commensurate with their organizational responsibility.

2. Gathers information about teaching practices by observing teachers in classrooms.

3. Encourages staff to recognize and commend worthwhile accomplishments of students.

4. Plans to increase teachers' understanding of students by allowing teachers to review students' cumulative records.

5. Designs a system for involving teachers in evaluating the school's operation.

6. Trains teachers in the use of a variety of media (e.g., audio-visual equipment, library resources, etc.)

7. Invites staff participation in decision-making concerning school policies.

8. Interprets system decisions and priorities to the instructional and non-instructional staff.

9. Assists teachers in developing more effective practices for attaining instructional objectives.

10. Plans in-service training around the results of staff evaluation.

11. Interprets established salary schedules to staff.

12. Selects prospective employees according to established employment guidelines.

13. Advises teachers of individual student's rights and responsibilities.

14. Communicates to staff the importance of professional identification and development.

Student Personnel (19)

1. Plans conferences to interpret the professional evaluating of students, to parents, teachers, counselors.
2. Prioritizes student personnel problems needing solution.
3. Evaluates student activities program.
4. Schedules times to be available for informal interaction.
5. Plans an adequate counseling program for students using school counselors and/or academic advisors.
6. Collects follow-up information on former students to improve student personnel services.
7. Implements a system to achieve regular attendance by students.
8. Uses available community service agencies in planning a program to meet children's special needs.
9. Evaluates the effectiveness of student personnel services.
10. Supports school activities program by active participation and attendance.
11. Maintains a system of child accounting and attendance.
12. Identifies ways in which teachers can provide students with opportunities for self-evaluation.
13. Organizes guidance and counseling services for students.
14. Maintains cumulative records on students.
15. Plans a student information record system as part of the school guidance.
16. Makes available to students occupational and educational information derived from community and professional sources.
17. Commends students who are involved in outstanding academic projects.
18. Plans pupil and parent orientation meetings for new students to familiarize them with schools.
19. Takes effective action on discipline matters requiring his intervention.

Support Management (2)

1. Informs staff of legal mandates that affect school operations.
2. Periodically inspects school plant facilities.

School-Community Interface (1)

1. Develops communication channels with parents and local community.

Fiscal Management (13)

1. Makes periodic financial reports as required by governmental agencies.
2. Projects staffing needs based on financial resources.
3. Makes recommendations for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds).
4. Makes decisions about Instructional materials and equipment utilizing budgetary constraints.
5. Recommends financial budgets to local boards of education and other governmental agencies as required by law.
6. Purchases services and materials in accordance with the financial budget and with authorization of the board of education.
7. Provides superintendent with information needed for financial audits.
8. Uses budgetary guidelines to structure school activities.
9. Administers the school budget in accordance with legal requirements.
10. Prepares financial statements and reports as required to meet legal guidelines.
11. Maintains a bookkeeping and accounting system to meet State Department of Education requirements.
12. Delegates to appropriate persons responsibility to implement policies governing internal accounting.

System-Wide Policies and Operations (11)

1. Makes recommendations to superintendent concerning tenure or dismissal of staff members.
2. Organizes school staff in order to implement educational goals of the school system.
3. Utilizes board recommendations in revising educational plans.
4. Identifies program goals and objectives which are consistent with school district goals.
5. Clarifies decision-making responsibility to subordinates.

6. Makes recommendations to superintendent for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds).

7. Utilizes services of subject matter specialists assigned system-wide responsibilities.

8. Makes recommendations to superintendent concerning prospective employees.

9. Implements school board policies affecting school personnel.

10. Works with superintendent in planning district-wide educational goals.

11. Identifies existing problems in the school and relates to long range planning of the district.

EXHIBIT B

THE ESSENTIALS OF EFFECTIVENESS: A JOB DESCRIPTION FOR PRINCIPALS

The Learning Environment

In order to create an optimum school learning environment for children and youth, the principal should be able to:

1. Establish and sustain the basic and specific goals and policies of the school involving participation of the total school community--i.e., parents, children and youth, administrators, teachers, specialists, support staff, aides, and auxiliary personnel.

2. Develop specific school objectives and strategies to implement them by involving appropriate members of the school community.

3. Assist staff members to develop understanding of children and youth by involving the classroom teacher in sharing perceptions with the specialist staff, the administrative staff, the nonprofessional staff, the district and school pupil personnel staff, the children and youth, and the parents and community.

4. Be open and available to teachers, aides, parents, and students, encouraging them to express their individual problems, needs, feelings, and frustrations by such means as having regular announced office hours and visiting informally in classrooms, socializing with teachers and students, holding special discussions when necessary to facilitate problem-solving procedures, and meeting with parents individually and in groups.

5. Develop and implement with appropriate specialized assistance an assessment program for measuring the school's effectiveness.

6. Develop and implement the leadership role of the principal through team relationships among staff members; function effectively as a leader

of a staff team by setting up working committees, task forces, etc.; function effectively as a member of a staff team by attending meetings, serving in an appropriate role as a team member, etc.; and delegate leadership responsibilities to members of staff.

7. Establish an appropriate and accepted level of conduct, behavior and discipline.

8. Communicate effectively with students individually, in groups, and at school assemblies.

The Learning Needs of Children

Creating a program based on the assessed learning needs of the children and youth requires that the principal be able to:

1. Help the teaching staff become aware of different learning styles, identify the special strengths, needs, styles, abilities, and interests of children and youth; and diagnose the learning needs of children and youth.

2. Provide training for teachers to understand the use and relevance of experiential learning for children and youth by meeting children's needs to gather data, organize it, and share it through a variety of appropriate modes and by meeting teachers' needs to provide a variety of curricular encounters that will offer these opportunities to children and youth.

3. Assist teachers to develop and implement objectives for themselves and the class.

4. Encourage the development and use of evaluative instruments that accurately measure the learning and behavior needs of the school population.

5. Help the teaching staff develop record-keeping and assessment procedures for evaluating the learning of individual children.

6. Make referrals to appropriate community agencies when needed.

7. Recognize stages of teacher development and teacher needs.

8. Provide opportunities for teachers to share and demonstrate successful practices.

9. Plan and negotiate pupil schedules with individual teachers or teams.

10. Provide space, time, and assistance for teachers to develop special instructional materials.

Instructional Program

The development of a meaningful curriculum and an appropriate instructional program, within a total environment whose visual and multidimensional resources support the curriculum and instructional process, is another function of the school principal. To carry out this function, the principal must be able to:

1. Develop curriculum and instruction with staff through--

a. studying and interpreting the trends in society that demand curricular and instructional change

b. assessing the needs of learners that are unique to the school and community

c. integrating the goals and objectives of the school with the needs of the learners

d. conducting a formal assessment of the adequacy of the current program for meeting objectives and learner needs

e. examining and interpreting alternative programs, procedures, and structures for improving the instructional program within the school, the system, and other communities

f. using research and information in formulating viable alternatives for change

g. working with the central office and district staff and parents in

identifying and setting goals for change (and then in developing curriculum and instruction)

h. allocating and assigning the staff to accomplish instructional and curriculum goals

i. working with staff to develop alternative student-staff groupings, including appropriate mainstreaming, to provide maximum use of settings for learning

j. acquiring and assigning the materials, equipment, resources, and facilities to accomplish instructional and curriculum goals

k. explaining instructional and curriculum changes to parents and the community

l. examining and recommending instruments for evaluating program processes and outcomes

m. collecting, organizing, and interpreting data to compare students' present and previous performance.

2. Create an optimum learning environment by—

a. working with staff to develop alternative use of space, such as corridors for joint activities, classrooms for differentiated centers, and the lobby for display space, bearing in mind the special space needs of the handicapped

b. working with staff to develop an aesthetically and intellectually stimulating school environment that includes selection and display of students' work as well as traditional and contemporary artwork in a variety of media

c. working with staff and students to share responsibility for care and maintenance of the total physical setting

d. planning and implementing a program of student activities, both during and after school, to offer a variety of options that meet students' abilities.

Staff Development

Meeting the learning needs of the staff through an ongoing staff development program requires a principal who is able to:

1. Foster the concept that adults in a school community are continuous learners.

2. Provide opportunities for the staff to develop understanding of such educational processes as--

a. the educational and social role of the school in a rapidly changing American society

b. the fundamental concepts of child, adolescent, and adult development

c. the fundamental concepts of curriculum and learning through in-service workshops and seminars, visits to effective programs in one's own and other schools, attendance at institutes, and visits to resource centers, conferences, and seminars

d. the basic principles underlying the education of children with special needs.

3. Provide opportunities for revising and revitalizing instructional approaches to curriculum by providing workshops in each curriculum area, such as planning and development, making materials, use of audio-visual equipment, use of the community as a resource, record keeping, and assessment.

4. Use self as a resource for the staff by--

a. effectively communicating about programs and materials in each major curriculum area appropriate to the needs of the school

b. demonstrating instructional skills and strategies for implementing curriculum in the classroom, in staff meetings, and in workshops.

c. identifying and providing a critical analysis of new materials, resources, sources, equipment, etc.

d. identifying and providing consultants in areas of staff need

e. helping staff develop and maintain resources such as a professional library

f. orienting new teachers to school programs and available resources

g. attending professional conferences and communicating learning to staff

h. discussing with the staff personal attitudes toward the handicapped.

5. Provide constructive supervision by—

a. regularly observing teachers' performance, including pre- and post-observation conferences

b. supporting and extending mutual trust and regard, both formally and informally

c. identifying those aspects of a teacher's performance that are in need of development and suggesting alternative approaches to improvement

d. counseling teachers who are experiencing problems with classroom management and discipline

e. differentiating methods of supervision according to teachers' expressed and felt needs, using such methods as bringing in consultants, conferring, and responding to individual needs and requests

f. expressing and filing a written record of observations and conferences

g. implementing and facilitating individual teacher self-evaluation as part of the instructional improvement process

h. reviewing teachers' plans as frequently as necessary.

6. Share with staff data relevant to research and evaluation by—

a. evaluating current trends in terms of educational philosophy and research

b. securing and disseminating research studies that contribute to the understanding of pupils, subject matter, motivation, planning, teaching, and learning environments

c. abstracting and disseminating research findings that have relevance to specific instructional problems identified by teachers.

7. Using the services of supervisory and consultant specialists.

Community Resources

In order to incorporate the community's resources in the total learning environment of the school, the principal should be able to:

1. Accurately identify the characteristics of the community, such as socioeconomic class(es), community power structure, cultural values, interest groups, and pressure groups, by such means as developing surveys for assessing the community's education needs and expectations, conducting interviews of people representing all segments of the community, and interpreting data (such as census reports and tax rolls) collected through government agencies, research studies, and polls.

2. Analyze the climate for needed change in the school-community setting and interpret strategies for change to parents and the community.

3. With staff, develop educational programs appropriate to the community and the student population.

4. Promote community awareness and support for the school's program, achievements, and objectives, in relation to all children and their right to an appropriate education, by communicating via—

a. meetings of community groups, such as civic organizations, business and professional groups, and political action groups

b. contact with parents, including PTA meetings, parent workshops, and home visits

c. various media, such as letters and newsletters to parents, local newspapers, and other mass media.

5. Recruit community people, including parents, as volunteers and resources for the school.

6. Work with staff to develop community resources and use them as an extension of the school learning environment, as well as to promote community use of the school building and facilities.

Building Management

Efficient management of the school plant and facilities and effective supervision of school personnel and services require that the principal be able to:

1. Interpret and enact the basic principles of school law and regulations (specific legal mandates, decisions of the courts, and regulations and decisions of the state) as they apply to the principal's responsibilities in such areas as pupil attendance, curriculum, personnel administration, plant operation, and safety.

2. Work knowledgeably with district regulations, union contracts, and personnel policies and procedures.

3. Recruit and select staff and, when appropriate, involve others from the school, district, and community.

4. Monitor transportation services for all children, including those with handicapping conditions.

5. Develop and implement a daily schedule for classes, students, and staff that provides for efficient and effective use of the physical space and facilities by such means as supervising and coordinating the services of

the school service staff, including the custodial staff, secretarial staff, lunchroom staff, school aides, and parent volunteers, arranging for substitutes and class coverage for teacher absence, preparation periods, released time, etc,; and planning the use of special rooms for school programs.

6. Inspect the physical plant and initiate and carry out procedures to improve, modify, and/or make repairs.

7. Work with staff to develop and implement a safety program for the school, including procedures for reporting and handling emergencies and accidents.

8. Communicate and work with central administration, supervisory personnel, and other principals to share ideas, problems, expertise, resources, and personnel.

9. Delegate appropriate responsibilities and tasks to members of the staff.

10. Develop effective procedures to administer school functions.

11. Effectively cope with crises and emergencies.

12. Evaluate teachers and recommend retention, transfer, and dismissal.

13. Mediate staff conflicts.

14. Prepare effective memoranda, correspondence, and reports.

Financial Management

The allocation of financial resources through both the efficient administration of fiscal operations and the continuing search for additional sources of revenue for program support requires that the principal be able to:

1. Cooperate with central administration and consult with school staff in preparing a budget that is responsive to program, staff, and building needs.

2. Administer the fiscal operations of the school within established budgetary guidelines.

3. Maintain fiscal records and files and appropriate financial reports.

4. Order supplies, equipment, and materials.

5. Establish and maintain inventories and records on the equipment, supplies, and materials in the building.

6. Facilitate planning for the school that anticipates future building and equipment requirements.

7. Acquire federal, state, and foundation support for extending and enriching learning opportunities for children, by keeping abreast of the trends and viable sources of educational funding, by writing proposals, and by involving staff and parents in writing proposals.

8. Involve parent and community groups in fund raising for the school.